

## Devon Forest Elementary

1127 Dorothy Street  
Goose Creek, SC 29445

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,052 Students	
<b>Principal</b>	Cristen Mitchum	843-820-3880
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Kathleen Bounds	843-761-5437

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	50	3	0

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Below Average	No

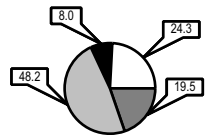
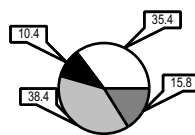
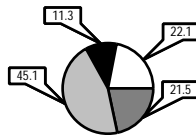
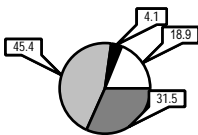
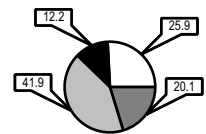
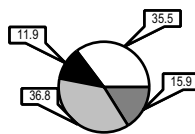
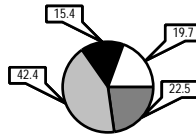
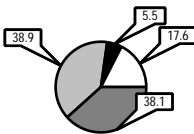
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	508	99.6	18.7	45.5	31.6	4.1	48.6	Yes	Yes
<b>Gender</b>									
Male	270	100.0	23.4	47.1	27.9	1.6	41.4	N/A	N/A
Female	238	99.2	13.5	43.7	35.8	7.0	56.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	318	99.7	12.2	46.0	36.6	5.2	55.7	Yes	Yes
African American	145	100.0	27.7	48.5	21.5	2.3	36.2	Yes	Yes
Asian/Pacific Islander	11	90.9	10.0	20.0	60.0	10.0	70.0	I/S	I/S
Hispanic	31	100.0	40.0	40.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	416	99.8	10.1	47.9	37.0	5.0	56.6	N/A	N/A
Disabled	92	98.9	59.3	34.6	6.2	0.0	11.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	508	99.6	18.7	45.5	31.6	4.1	48.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	31	100.0	40.0	43.3	16.7	0.0	23.3	I/S	I/S
Non-Limited English Proficient	477	99.6	17.2	45.7	32.6	4.4	50.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	265	100.0	24.8	45.4	26.1	3.8	41.2	Yes	Yes
Full-pay meals	243	99.2	12.2	45.7	37.6	4.5	56.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	507	99.8	21.6	45.4	21.6	11.4	48.3	Yes	Yes
<b>Gender</b>									
Male	269	100.0	23.0	44.9	18.9	13.2	46.9	N/A	N/A
Female	238	99.6	20.0	46.0	24.7	9.3	49.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	318	99.7	15.0	43.2	26.5	15.3	58.2	Yes	Yes
African American	144	100.0	31.8	49.6	14.7	3.9	33.3	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	60.0	10.0	30.0	50.0	I/S	I/S
Hispanic	31	100.0	46.7	43.3	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	415	99.8	14.3	47.7	24.4	13.5	56.0	N/A	N/A
Disabled	92	100.0	55.6	34.6	8.6	1.2	12.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.8	21.6	45.4	21.6	11.4	48.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	31	100.0	43.3	46.7	6.7	3.3	20.0	I/S	I/S
Non-Limited English Proficient	476	99.8	20.1	45.3	22.7	11.9	50.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	264	100.0	28.3	46.0	16.0	9.7	39.7	Yes	Yes
Full-pay meals	243	99.6	14.5	44.8	27.6	13.1	57.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	507	99.8	34.9	38.6	15.9	10.5	26.4
<b>Gender</b>							
Male	269	100.0	38.7	34.6	15.2	11.5	26.7
Female	238	99.6	30.7	43.3	16.7	9.3	26.0
<b>Racial/Ethnic Group</b>							
White	318	99.7	26.1	40.1	19.5	14.3	33.8
African American	144	100.0	49.6	38.0	10.1	2.3	12.4
Asian/Pacific Islander	11	100.0	20.0	40.0	10.0	30.0	40.0
Hispanic	31	100.0	60.0	26.7	10.0	3.3	13.3
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	415	99.8	28.4	41.1	18.3	12.2	30.5
Disabled	92	100.0	65.4	27.2	4.9	2.5	7.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.8	34.9	38.6	15.9	10.5	26.4
<b>English Proficiency</b>							
Limited English Proficient	31	100.0	60.0	30.0	6.7	3.3	10.0
Non-Limited English Proficient	476	99.8	33.2	39.3	16.6	11.0	27.6
<b>Socio-Economic Status</b>							
Subsidized meals	264	100.0	43.9	36.3	12.7	7.2	19.8
Full-pay meals	243	99.6	25.3	41.2	19.5	14.0	33.5

<b>Social Studies</b>							
All Students	507	99.8	23.8	48.5	19.7	8.1	27.7
<b>Gender</b>							
Male	269	100.0	24.3	45.7	21.0	9.1	30.0
Female	238	99.6	23.3	51.6	18.1	7.0	25.1
<b>Racial/Ethnic Group</b>							
White	318	99.7	18.5	48.4	23.7	9.4	33.1
African American	144	100.0	31.0	55.0	9.3	4.7	14.0
Asian/Pacific Islander	11	100.0	0.0	30.0	50.0	20.0	70.0
Hispanic	31	100.0	46.7	30.0	16.7	6.7	23.3
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	415	99.8	17.8	52.0	21.0	9.3	30.2
Disabled	92	100.0	51.9	32.1	13.6	2.5	16.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.8	23.8	48.5	19.7	8.1	27.7
<b>English Proficiency</b>							
Limited English Proficient	31	100.0	46.7	30.0	13.3	10.0	23.3
Non-Limited English Proficient	476	99.8	22.2	49.8	20.1	7.9	28.0
<b>Socio-Economic Status</b>							
Subsidized meals	264	100.0	28.3	48.9	17.7	5.1	22.8
Full-pay meals	243	99.6	19.0	48.0	21.7	11.3	33.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	156	100.0	5.7	32.6	56.0	5.7	61.7
	4	175	99.4	25.0	39.4	33.8	1.9	35.6
	5	155	100.0	25.0	52.1	20.8	2.1	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	172	100.0	18.5	39.5	37.6	4.5	42.0
	4	160	100.0	15.9	49.0	31.0	4.1	35.2
	5	176	98.9	21.7	48.4	26.1	3.8	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	156	100.0	11.3	56.7	25.5	6.4	31.9
	4	175	100.0	23.8	31.9	31.3	13.1	44.4
	5	155	100.0	27.1	53.5	11.8	7.6	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	172	100.0	19.1	59.2	15.9	5.7	21.7
	4	159	100.0	20.1	36.1	29.9	13.9	43.8
	5	176	99.4	25.5	40.1	19.7	14.6	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	156	100.0	23.4	53.2	19.1	4.3	23.4
	4	175	100.0	37.5	35.6	14.4	12.5	26.9
	5	155	100.0	54.2	27.1	8.3	10.4	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	172	100.0	43.9	38.2	12.1	5.7	17.8
	4	159	100.0	24.3	36.1	23.6	16.0	39.6
	5	176	99.4	35.7	41.4	12.7	10.2	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	156	100.0	7.1	55.3	23.4	14.2	37.6
	4	175	100.0	25.0	43.8	23.1	8.1	31.3
	5	155	100.0	32.6	48.6	13.2	5.6	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	172	100.0	16.6	48.4	27.4	7.6	35.0
	4	159	100.0	18.8	52.1	22.2	6.9	29.2
	5	176	99.4	35.7	45.2	9.6	9.6	19.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,052)</b>				
First graders who attended full-day kindergarten	90.9%	Up from 88.3%	100.0%	100.0%
Retention rate	2.7%	Down from 3.3%	2.7%	2.8%
Attendance rate	96.1%	Up from 95.7%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.5%	0.0%	0.0%
Eligible for gifted and talented	9.5%	Down from 10.4%	12.1%	10.4%
On academic plans	22.4%	N/AV	33.9%	33.6%
On academic probation	1.2%	N/AV	2.8%	1.0%
With disabilities other than speech	9.5%	Down from 11.2%	8.1%	7.5%
Older than usual for grade	1.0%	Up from 0.6%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 63)</b>				
Teachers with advanced degrees	63.5%	Up from 61.7%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 1.7%	0.0%	0.0%
Teachers returning from previous year	93.1%	Up from 88.4%	88.5%	87.3%
Teacher attendance rate	95.4%	Up from 94.6%	94.8%	94.9%
Average teacher salary	\$45,381	Up 4.3%	\$43,031	\$42,485
Prof. development days/teacher	7.3 days	Down from 11.6 days	13.4 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.3 to 1	19.0 to 1	18.6 to 1
Prime instructional time	90.3%	Up from 88.6%	89.8%	89.7%
Dollars spent per pupil*	\$6,083	Up 2.0%	\$6,410	\$6,557
Percent of expenditures for teacher salaries*	56.9%	Down from 59.8%	64.0%	64.0%
Percent of expenditures for instruction*	61.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Below Average	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 1,040 students in Child Development through fifth grade. The 2005-2006 school year brought positive growth and accomplishments to our school. The most significant area of improvement was concentrating our efforts to raise PACT scores in all categories. We have included MAP testing as part of our efforts in grades 2-5.

Students performing below basic on PACT were served in a tutorial program after school.

An advanced gifted class targeted students showing high academic achievement. Site licenses were purchased for reading comprehension and early reading skill building. The district has invested in Success Maker software to be used at schools focusing on various groups of students identified by teachers and administration. It helps students move through academic programs at their individual paces. Increased emphasis was placed on problem solving and critical thinking.

Eleven teachers at Devon Forest are now National Board Certified, with four others presently seeking certification. Over 50% of the staff has at least a master's degree, and several others are enrolled in graduate programs at this time. All regular and special education teachers are now trained in the Foss Science kits, Everyday Math, and Six Plus One writing traits. Two teachers received EIA and Foundation Grants to provide additional supplies for their classrooms and enhanced their academic program.

Parent involvement was expanded. Title I funds supported a School Wide Curriculum Facilitator. Programs implemented included a school-wide reading program, Student of the Month, Terrific Kids with Kiwanis Club and an academic recognition program. Increased home-school communication was continued through consistent use of the school agendas in grades 1-5, weekly folders in K-5, and a monthly school calendar of events. Everyday Math nights, writing nights, science nights and reading nights were held to provide a better understanding of the curriculum for parents.

Many classes were involved with Kids Who Care projects, Student Counsel, WDFE News Show, and Wee Deliver Postal Service. Our School-to-Work hours continued to be significant. Students participated in the Greater Goose Creek Spelling Bee, Special Olympics, and STEP Art and Music Programs. Parents, community liaisons, and teachers were more involved throughout this year, serving on our Title I Advisory Board, setting goals for the future, and developing additional ways to identify and serve our students' needs.

Cristen C. Mitchum, Principal

Amanda Prince, Jennifer Bowen, Debbie Mullins, Tina Smith, Sandra Davies. Heide Wittchow, Ashley McAlister, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	60	158	108
<b>Percent satisfied with learning environment</b>	100.0%	89.8%	90.4%
<b>Percent satisfied with social and physical environment</b>	98.3%	88.6%	87.9%
<b>Percent satisfied with school-home relations</b>	91.7%	91.7%	86.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.